

**Lamar University – M.Ed. in Educational Technology Leadership**

**Reflections of ITSE Standards**

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| **Course Number:** | **Course Name:** | **ITSE Standard** |
| **EDLD 5370 ET5398** | **Educational Technology Leadership Internship** | **Standard VII – Procedures, Policies, Planning, and Budgeting for Technology Environments** |

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| **Description of the Assignment/Performance**  **Tasks** | **ITSE Standard:**  **Educational Technology facilitators demonstrate an in-depth understanding of technology operations and concepts.** |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point) | Self Assessment: I am responsible for completing the campus STaR chart containing current and future usage technology goals. According to the STaR Chart site, the Texas Teacher STaR Chart was designed with teachers in mind. The version of the chart has been updated to align with the new *Texas Long-Range Plan for Technology, 2006-2020*. “The only way to move forward effectively is to combine what they know about technology with what we know and require about education” (Edutopia, 2005, p. 4).  Learn as a Learner: Its purpose is to assist all classroom teachers in assessing needs and setting goals for the use of technology in the classroom to support student achievement. This tool is useful in fulfilling the requirements in *No Child Left Behind, Title II, Part D* that all teachers should be technology literate and integrate technology into content areas across the curriculum. The legislation also requires that all students should be technology literate by the time they leave the eighth grade. The chart focuses on the four areas of the new long range plan: *Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology*. “The role of teachers will be to guide students in using the new tools for academically rigorous investigations and presentations. Which tools students choose to create with won’t matter. Teachers will be able to let students with specific learning styles use the tools that address their particular needs” (Solomon, G., & Schrum, L., 2007, p. 14).  Lifelong Learning Skills: In each area, there are levels of progress ranging from Early Tech to Target Tech. The goal for all Texas teachers is to reach the *Target Tech* level of the STaR Chart. The data from the first two areas feeds automatically into the electronic version of the Texas Campus STaR Chart. This feature provides valuable information to the campus principals when completing the campus chart. The data from the last two areas will be available to campus administrators, but aggregated at the state level and reported separately. Again, the Target Tech level is the goal for all campuses. I also assist with and provide professional development for campus staff on the STaR Charts. I assist all teachers on the completion of the STaR Charts each year. “By infusing student technology standards into state and local curricula and developing accompanying curriculum resources, technology facilitators and leaders create both a mandate for technology integration and the structural support teachers need to implement that mandate” (Williamson, J. & Redish, R., 2009, p. 58). This assists the teachers in having a better understanding of the importance of trying to integrate technology into this curriculum to enhance and engage the learning process.  References  Prensky, M. (2005). *Adopt and Adapt: Shaping Tech for the*  *Classroom*. Edutopia, p. 4.  Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 14.  Williamson, Jo and Redish, Traci. (2009). Williamson, J. & Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 58. |